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ABSTRACT

The joint project of the Stockton Unified School District, the Sacramento City Unified School District, and the University of the Pacific was designed to recruit into the teaching profession low-income people who have completed 2 years of college, and to expand community involvement in education through intern participation. Interns worked in the school community a minimum of 5 hours per week in addition to 4 hours a day in local school classrooms and a minimum of 10 hours each semester at the university. Preservice orientation included planning sessions for team leaders and directors, workshops for interns, and meetings with community leaders. The interns took their methods, curriculum, sociology foundations, and student teaching courses in special classes designed for them. Their work in school classrooms was increased until they were in complete charge of classroom management. A comprehensive evaluation of the program was not possible because adequate advance provision had not been made and there were no clearly stated measurable objectives. Evaluation was based on interviews and questionnaires, ratings by team leaders, and standardized test results for pupils. From the data available, the program successfully reached its first year's goal, resulting in the preparation of a group of interns who were well equipped to teach disadvantaged children. (MBM)

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AN EVALUATION OF THE new CAREERS in education PROGRAM

1970-1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Report No. 71-006

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TABLE OF CONTENTS

Foreword iii
Introduction 1
General Aims and Objectives 2
Participants 3
Pre-school Orientation 3
Program for 1970-71 School Year 4
The Sacramento City Unified School District 6
Stockton Unified School District 10
Evaluation 12
- Opinions 12
- Institutional change 14
- Changes in the Supervising Teachers 14
- Skills and Competencies Learned by Interns 14
- Student Achievement Evaluations 18
- Summary 21

Conclusions 22
Recommendations 22

FOREWORD

The Laboratory of Educational Research, *University of the Pacific,* has been designated to disseminate the research findings of the *New Careers in Education Program* for the year 1970-71. This program is administered by the Bureau of Professional Development, Division of Compensatory Education, State Department of Education.

On the following pages the programs operating in Stockton and Sacramento are briefly described in terms of the objectives, program description, and evaluation conducted by each. This information is provided in a non-technical manner and should prove of interest to laymen, educators, and legislators.

The concept of the *New Careers in Education Program* was introduced at a time when teachers were in short supply, and the unemployment rate in Stockton had led the nation for ten years. At that time the *University of the Pacific* had the only undergraduate program in *Teacher Corps* in the nation, and the combination of providing employment for minorities and low-income families as well as meeting a need for trained professionals was natural.

Subsequently, the supply of teachers now exceeds the demand because of many problems our society faces, not the least of which is a shortage of monies for education. The need for training the low-income and minority peoples as teachers is still a priority, for these people have the capability of better understanding children who are similar to themselves. The *Teacher Corps Program* at the *University,* which combines on-the-job and in-the-community training with university course work, has provided a model which should produce a teacher much better equipped to work with minority children. The infusion of new ideas which this group of teachers can bring to the public schools should also help experienced teachers re-evaluate their current methods and relationships. By this process the new concepts and techniques developed by the *Teacher Corps Program* should permeate school systems in a comparatively short period of time.

The Laboratory of Educational Research appreciates the cooperation shown by the project directors, team leaders, and project evaluators involved in these two projects. Without their help this booklet could not have been written. The help of Mr. Fred Tillman, Assistant Chief, Division of Compensatory Education, Dr. Marion Faustman and Mr. Claude Hansen of the Bureau of Professional Development has proven to be invaluable. The artistic work of Mrs. Donna Roselius, who designed the cover, drew the pictures, and helped in the lay-out, which has contributed much to the effectiveness of the publication is deeply appreciated. The secretarial skill and patience of Mrs. Toni Holmes and the untiring efforts of all those in the *New Careers in Education Program* are also gratefully acknowledged.

William C. Theimer, Jr. Ph.D.
James Darcy, M.A.

INTRODUCTION

The *New Careers in Education Program*, established in 1970 under AB 1362, (Education Code, Section 1325 ff) is a joint project of the Stockton Unified and the Sacramento City Unified School Districts in cooperation with the *University of the Pacific*. The program is coordinated with the undergraduate *Teacher Corps Program* and the *Career Opportunities Program* of the two participating districts.

The program is aimed directly at selecting and preparing individuals of low-income and/or minority backgrounds for teaching careers in low-income area schools. It is a state-funded program which provides the same kind of training as that provided by the *Teacher Corps* and *Career Opportunity Programs* on the national level. It provides opportunities for low-income people to find satisfying work in a field where the inputs of low-income and minority people are sorely needed.

The ultimate aim of all programs funded by the Bureau of Professional Development is to improve the achievement of children who are not presently gaining as much from their school experiences as they should. By improving the training of teachers, both in-service and preservice, such improvement should be forthcoming. By combining training in the public schools with the preservice training program at the *University of the Pacific*, as is being done in the *New Careers in Education Program*, it is hoped that improvement in pupil achievement will be evident in both the Stockton and Sacramento areas.

Fred Tillman, Assistant Chief
Division of Compensatory Education

General Aims and Objectives

The *New Careers in Education Program* was designed specifically to meet the educational needs of persons in low-income families. Its primary goal is to recruit into the teaching profession low-income people who have completed two years of college.

ELIZABETH SIMS READS TO HER CLASS OUTDOORS AT CAMELLIA SCHOOL, SACRAMENTO.

Because of the credentialing requirements of the state, it has been extremely difficult for school districts to secure teachers who have come from low-income backgrounds. Even when resorting to out-of-state recruiting, districts have not been able to employ enough Black and Mexican-American teachers to balance out their certificated staffs in the same ratio as these groups exist in their communities.

Another important goal of the program is to expand community involvement in education through intern participation in the community. Interns selected for the 1970-71 school year had all completed a minimum of sixty semester units in an accredited college or university. They were required to work in the school community a minimum of five hours per week in addition to the four hours per day they spent in the local school classroom. This work was required in addition to completing a minimum of ten hours each semester as part-time students at the *University of the Pacific.*

The program was also designed to develop a cooperative program involving the Stockton Unified School District, Sacramento City Unified School District, and the *University of the Pacific* that would provide an upward educational movement of low-income area residents into positions as fully credentialed elementary school teachers. In carrying out the program it was felt the schools involved would benefit from the program in the following ways:

1. Enrich low-income area classrooms by providing additional adult leadership in the form of teacher trainees who were learning to cope with the educational problems encountered in low-income areas.
2. Provide minority race personnel in schools where there was a heavy concentration of minority students.
3. Develop a differentiated staffing pattern which would allow for the most effective utilization of staff members within the project schools.

READING GAME EXCITES INTEREST, IN SPECIAL READING CLASS CONDUCTED BY INTERNS FRANK MEDER AND OLIVIA RODRIGUEZ AT CAMELLIA SCHOOL IN SACRAMENTO.

Participants

The criteria for selecting *New Careers in Education* interns were:

1. Each participant had to have a minimum of sixty semester units of college work.
2. Each participant must have had experience living or working in a low-income area.
3. Each participant had to show a financial need.
4. Each participant had to be able to qualify for a California teaching credential and exhibit personal qualities conducive to good teaching.

Eighteen interns were selected for the 1970-71 school year; of these, eleven were assigned to the Stockton Unified School District.

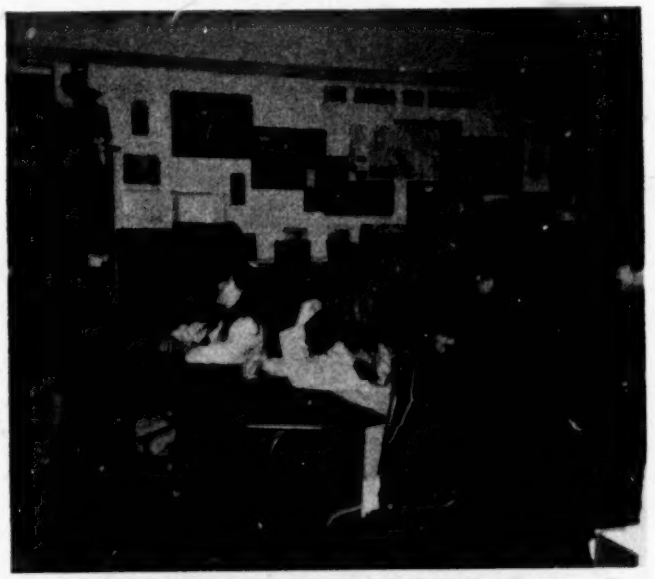
Preservice Orientation

In July, 1970, a one week preservice orientation and planning session for team leaders and directors was held to plan the course content for intern classes at the *University of the Pacific*. During this planning session the work for the year was outlined. The plans for the summer included a formal educational sociology course, *School and Society*, taught to offer strategies and effective ways of working in the community. The course focused on techniques employed to involve parents in school, including an in-depth study of the

community and the factors that contribute to its life. The interns were also enrolled in a course, *Teaching the Disadvantaged*, taught by two *New Careers in Education* team leaders.

In September, 1970, the interns attended meetings designed to acquaint new teachers with district policies and procedures. They were introduced to textbooks, procedures, and available instructional materials. Workshops were conducted in language arts and mathematics. The *California Teachers Association* sponsored a "get acquainted luncheon" to make new personnel aware of that organization's benefits and services. Interns met with building principals and teachers and prepared for opening day. During these meetings, the interns were made aware of the locations of instructional media, resources, and resource people.

Community leaders were asked to call meetings with parents to assess community and school involvement needs. These community meetings were held with project staff and interns in attendance. They were devoted to planning for those aspects of the *New Careers Program* which included community participation in the education of both interns and children.



INTERN OBSERVES CLASSROOM AT McKINLEY SCHOOL, STOCKTON

Program for 1970-71 School Year

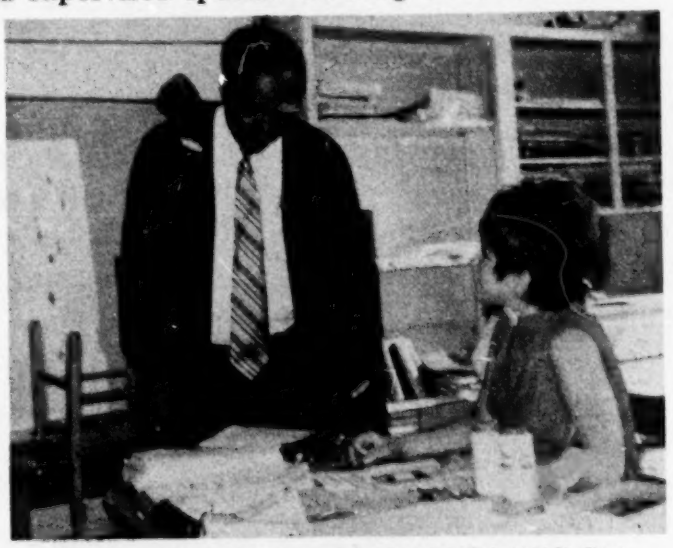
California certification requirements for elementary teachers require an academic major consisting of at least thirty semester units of credit. The *University of the Pacific* has been approved by the State Department of Education to offer credentials in the broad major areas of the humanities, fine arts, science-mathematics, and social science.

It was expected that the interns would choose one of the above majors to complete their B.S. degree in Education. Interns fluent in Spanish had the option of attending *Covell College* and receiving the B.A. degree in English. In *Covell College* all classes are conducted in Spanish and English is taught as a foreign language.

The interns took their methods, curriculum, sociological foundations, and student teaching courses in special classes designed for them. Each semester they took approximately six units in their academic major and four units of teacher training. All of the teacher training classes focused on the special problems of teaching disadvantaged children. Classwork was related to the teaching problems of vocabulary, readiness, and special interests of the low-income children they were teaching. The interns spent the first inservice semester in their respective schools assisting teachers. During the first year they took four units of child growth and development and two units of methods. Included were

observations of classroom teaching by master teachers, and discussions with the instruction from team leaders. Team leaders assigned and supervised special teaching situations involving small groups. It was expected that some time during the second semester at least some full classroom responsibility would be assigned to the interns.

The last two semesters (1971-72) are expected to provide the interns with more and more classroom responsibilities until they are in complete charge of classroom management. Within these broad guidelines, each of the two school districts has planned programs unique to its own city's needs.



ELLIS COOLEY, INTERN AT McKINLEY SCHOOL, STOCKTON, DISCUSSES A CLASS WITH FELLOW TEACHER.

THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Director: Mr. Fred Stewart

The *Sacramento New Careers in Education Program* is under the direction of the Staff Training Services Department of the Sacramento City Unified School District. Working in cooperation with the *University of the Pacific* and in conjunction with the Stockton Unified School District, the following goals and objectives were established as being those which would best meet the needs of the interns and the school district and fulfill the legislative mandate which established the program:

McKINLEY SCHOOL, STOCKTON
TONY MORALES, TUTORING MATH
AT THE "LEARNING STATION"

Goals

1. To recruit low-income and/or minority group persons into a two-year teacher intern program in elementary education.
2. To train interns to serve the low-income and/or minority school-communities more effectively than traditionally trained teachers.

HAZEL MAHONE, SUPERVISING TEACHER, AT HER DESK IN THE CAMELLIA SCHOOL, SACRAMENTO.

Objectives

1. Upon completion of the two-year internship, the interns will be rated significantly higher on the *Flanders Interaction Analysis Observational Checklist* than first year teachers trained through a traditional program by trained, impartial observers.
2. Upon completion of the two-year internship, the interns will be able to describe in writing a greater number of teaching strategies for a particular problem than graduates of a traditional teacher training program.
3. Upon completion of the two-year internship, the interns will demonstrate in the classroom a more relevant individualized teaching program than graduates of a traditional teacher training program.

4. Upon completion of the two-year internship, the interns will be judged by the parents of the children they teach as more knowledgeable and understanding of the parents' feelings than first-year teachers trained through a traditional teacher training program.

In this program, seven teaching interns were assigned to the *Camellia Elementary School,* which is an ESEA, Title I, target school. Several unique features of the program included: 1) interns serving three hours per day at the school for two years while completing their academic training at the *University;* 2) interns spending an additional ten hours per week in the local school-community; and 3) interns being supervised by a full-time teache , Mrs. Hazel Mahone, who was designated as a team leader.

The interns met regularly with Mrs. Mahone and planned the lessons they would present in their classes. Each intern began by helping a teacher and learning the classroom routines and progressed to the point where he was teaching entire classes at a time. In the process, the interns taught individual students, tutored, worked with parents and other community groups, and generally established themselves as teachers in the eyes of the students and the community. Mrs. Mahone carefully worked with each of the interns to help him develop as rapidly as possible while still competently performing the teaching tasks assigned.

One of the particularly interesting outgrowths of the *New Careers in Education Program* was the teaching of mathematics in Spanish by Jose Hernandez. While there was trepidation on the part of some of the parents when he began the program, the program produced such enthusiastic learning responses from the children that the program was one which drew much praise by the end of the year. One of the prime purposes of the *New Careers in Education Act* was thus fulfilled since the Spanish children in the school could take more pride in their culture and language and identify better with their teacher. The other children in the class also learned to appreciate the culture and language of the early Spanish settlers at the same time.

JOSE HERNANDEZ CONDUCTS A MATH CLASS IN SPANISH AT CAMELLIA SCHOOL, SACRAMENTO.

Evaluation of the program will include such procedures as:

1. Classroom observations of the interns using the *Flanders Interaction Analysis Observational System* at the end of the two-year internship. The ratios of indirect teacher behavior to direct teacher behavior thus obtained will be compared to those obtained for first-year teachers in other low-income area schools in the district.
2. At the end of the two-year internship, the interns will respond to an instructional problem by citing as many alternate solutions as they can. The same problem will be presented to a group of students completing a traditional teacher education program, and the solutions from the two groups will be compared by a panel of teacher training experts.
3. A sampling of parents of children served by the interns will be interviewed to determine parental perceptions of the services provided by the interns. Comparative data will be obtained through similar interviews with a sampling of parents of children served by first-year teachers in other low-income area schools.

SPELLING FAMILIAR WORDS IS SUPERVISED BY LYDIA MORALES AT CAMELLIA SCHOOL, SACRAMENTO

STOCKTON UNIFIED SCHOOL DISTRICT

Director: Mrs. Beverly Ford

The Stockton Unified School District's *New Careers in Education Program* is based on a viable and productive relationship between community, student, and university. It is co-ordinated around the following objectives:

1. To attract low-income and/or minority persons to careers in teaching.
2. To expand community involvement in education through intern participation in the community and parental involvement in this program.
3. To develop a cooperating program among the Stockton Unified School District, the Sacramento City Unified School District, and the *University of the Pacific* that will provide an upward educational movement of low-income area residents into elementary credentialing programs.

The Program involved eleven individuals of low-income and/or minority backgrounds and prepared them for teaching careers in low-income area schools. Each intern started the program with a minimum of sixty semester hours of college credit. During the year they attended the *University of the Pacific* as part-time students and worked in the project schools for four hours each school day under the supervision of a team leader.

An additional component of the program was community involvement in the school neighborhood for ten hours per week. The program was co-ordinated with the undergraduate *Teacher Corps Program* and with the *Career Opportunities Program* of the participating districts.

The *Stockton New Careers* interns were assigned to three schools. Seven were assigned to *McKinley School* in extreme south Stockton, three were assigned to the newly constructed *Martin Luther King School* in southeast Stockton, and one was assigned to *Garfield School,* also in south Stockton. The students in the *McKinley School* worked under the direction of Mrs. Francis Rilloraza,

MUSIC WITH INTERN KAREL BABCOCK AT MARTIN LUTHER KING SCHOOL, STOCKTON.

while those at the *King School* worked under the direction of Mrs. Joanne Miller and Mrs. Horace Leake. The intern at *Garfield School* worked under the direction of various supervising teachers.

The seven interns assigned to *McKinley School* developed their skills in much the same way as those in the *Camellia School.* They were carefully guided in their work by their team leader, Mrs. Rilloraza, and progressed through the stages of observing, tutoring, and teaching small classes to the point where they were teaching entire classes. The interns were video-taped. In group seminars these video-taped lessons were critiqued by the entire group. Both the intern teaching the lesson and others in the class profited from these learning sessions. Interns were required to develop novel ideas for presenting material to be learned and exchanged many lesson plans for teaching their classes, which the more experienced teachers also found invaluable.

TEAM LEADER FRANCIS RILLORAZA
CONFERS WITH JOHN FABIONAR,
INTERN AT McKINLEY SCHOOL, STOCKTON.

In addition, these interns worked in the community and were able to enlist the cooperation of more parents in a community improvement project than had ever been done at that school before. The result of this activity was an improvement in street conditions

which had been sorely needed for some time. The improvement was the direct outcome of a class project developed by two of the interns at *McKinley*. Other interns there began projects such as organizing a monthly parent visitation day, establishing readiness centers in the intern's homes, and helping in choral and fund raising activities. All of these community activities helped the interns to understand the community better and to involve the community more actively in the school.

The *Martin Luther King School* is the newest, and most modern school in the Stockton Unified School District. It is built in four large pods and has all the facilities which make it possible to develop team teaching and modular scheduling programs. Differentiated staffing is the best way to utilize the facilities of the school. The interns there developed special musical activities, ethnic program studies, and community projects which made the learning experiences of the children more varied and interesting. They also provided much needed help to teachers as they developed the differentiated staffing pattern in the school.

The Stockton *New Careers in Education Program* was evaluated in two ways. First, the growth of the interns' abilities was measured judgmentally through the use of competency based criteria established by the Stockton Unified School District and the *University of the Pacific.* Formal evaluations were conducted by the team leaders every nine weeks. Several project schools used guided self-analysis measures with video-tape and the *Flanders Interaction Analysis.* Second, the growth of the students with whom the interns worked was measured through the use of pre and posttests with the *Pre-School Inventory,* the *Clymer-Barrett Reading Test,* and the *Comprehensive Test of Basic Skills.*

Evaluation

An integral part of any educational program should be an evaluation design based upon the measurable objectives of the program. The *New Careers in Education Program* did not make adequate provision for evaluation, nor were there clearly stated measurable objectives. Thus, it was difficult to compile data for a comprehensive evaluation of the program. The proposals for continuation of this program during the 1971-72 school year have corrected these deficiencies.

The limited evaluation presented in this report is based upon data collected from three sources: (1) a series of interviews and questionnaires involving the *New Careers in Education* interns, their supervising teachers, and the team leaders and principals of the schools involved; (2) ratings by the team leaders of the skills and competencies gained by the interns; and, (3) standardized test results for the pupils in the schools involved in the project.

Opinions. A wide variety of areas were included in the interviews that were conducted and the questionnaires that were administered throughout the year. Figure 1 presents a

summary of those responses deemed most appropriate to this evaluation. These data are summarized below:

Question	Group	Percentage Responding: No 100 80 60 40 20	Yes 0 20 40 60 80 100
Interns			
1. From what you see ahead of you now, would you have preferred to take the regular teacher credential program?	Both		
2. Do you feel that U.O.P. has changed any of its ways of doing things because of the program?	Both		
3. Do you feel that the school district has changed any of its ways of doing things because of the program?	Stock.		
	Sacto.		
4. If you "lumped together" the teachers you have met so far, would you say they generally are:			
a. Pretty sincere about wanting your ideas?	Stock.		
	Sacto.		
b. Pretty happy about the New Careers program?	Stock.		
	Sacto.		
Supervising Teachers			
1. Do you feel the interns had sufficient training before they were assigned to their first classroom?	Stock.		
	Sacto.		
2. Have you had to spend a lot of your time training your intern?	Stock.		
	Sacto.	(Hindrance)	(Help)
3. Aside from having to give your time to training your intern, has having an intern in your room been a help or a hindrance?	Stock.		
	Sacto.		
4. Has having an intern in your room had any effect on:			
a. Your role as a teacher in the school?	Stock.		
	Sacto.		
b. Your relationship with members of the community?	Stock.		
	Sacto.		
c. Your relationship with children in your room?	Stock.		
	Sacto.		
d. Your philosophy of teaching?	Stock.		
	Sacto.		
e. Your interest in the community?	Stock.		
	Sacto.		
5. Are you aware of any innovations brought about by suggestions made by the interns?	Stock.		
	Sacto.		
6. Have you as a result of New Careers, been made aware of any necessity to change any of your teaching techniques, course content, or methods?	Stock.		
	Sacto.		
Team Leaders and Principals			
1. Has the program changed this school?	Both		
2. Do you really think the New Careers program has much hope of really making changes in teacher preparation programs?	Both		
3. Do you really think the program has much hope of really making changes in HOW children are taught in the school district?	Both		
4. Has it much chance of really making changes in WHAT children are taught?	Both		

Fig. 1. Summary of opinions regarding the *New Careers Program* from interns, supervising teachers, and team leaders and principals.

Institutional change. Two-thirds of the responding interns reported that the *University of the Pacific* had changed its ways of doing things because of the program, and one-third of the responding interns felt that the school districts had changed their ways of doing things. Nearly eighty per cent of the interns reported that they preferred the *New Careers in Education Program* to the regular teaching credential program.

More than eighty-five per cent of the responding team leaders and principals indicated the *New Careers in Education Program* had changed their schools, and more than eighty-seven per cent reported the program had potential for changing "how" and "what" children are taught. More than eighty-seven per cent of the responding team leaders and principals also felt that the *New Careers in Education Program* had potential for changing teacher preparation programs.

Changes in the Supervising Teachers. The responses of the supervising teachers indicated that the interns had effected changes in their roles as teachers in the school (57.9%); their relationship with members of the community (55.6%); their philosophies of teaching (36.8%); and their interest in the community (47.4%). More than sixty-three per cent of the supervising teachers reported that interns had suggested innovations which were useful, and more than forty-six per cent of the responding supervising teachers indicated they had been made aware of necessities to change their teaching techniques, course content or methods as a result of the *New Careers in Education Program.*

The responses from the supervising teachers generally reflect a greater degree of change among the Stockton teachers than among the Sacramento teachers. These responses suggest that perhaps the Stockton teachers were more receptive to the interns. The fact that the *Teacher Corps* had been operating successfully in the Stockton schools for several years may account for this difference in responses between the Sacramento and Stockton supervising teachers. The Stockton teachers, having become accustomed to change through their work with interns from *Teacher Corps* interns in previous years, would be more likely to indicate acceptance of new ideas than the Sacramento teachers who had not had such experiences.

Skills and Competencies Learned by Interns. Figures 2, 3, and 4 present the ratings by the team leaders of the skills and competencies learned by the interns during the year. Unfortunately, all of the interns were not rated on the same criteria, and each of the figures, therefore, lists different skills which represent the criteria adopted by the particular school. Overall, the average ratings were generally high regardless of the rating scale used.

Item	Average Rating D 1 · C 2 · B 3 · A 4
Teaching Skills and Competencies	
1. Formulates plans with definite and clear objectives	
2. Demonstrates classroom control and management	
3. Demonstrates knowledge and use of teacher's manuals	
4. Uses additional instructional materials	
5. Is aware of students' reaction to and participation in lessons	
6. Adapts subject matter and format to fit the present and future educational needs of children	
7. Uses imaginative, varied and effective teaching techniques	
8. Helps maintain attractive room environment	
9. Teaches a small group	
10. Teaches entire class	
11. Is adequately prepared every day	
Professional Characteristics	
1. Actively seeks to involve parents with school and child's progress	
2. Is aware of individual differences and gives appropriate attention	
3. Maintains acceptable attitude toward children	
4. Accepts new assignments made cooperatively	
5. Has acceptable attitude toward suggestions and criticism	
6. Seeks to establish a working relationship with staff	
7. Participates in extra duties, as needed (P.T.A., class party planning, faculty meetings, yard duty)	
8. Uses restraint in discussing confidential matters	
9. Attends regularly	
10. Is prompt	
11. Is dependable (plans, reports, etc. turned in promptly; records kept up to date)	

Fig. 2. Ratings for seven *Sacramento New Careers* interns on eleven teaching skills and eleven professional characteristics.

Figure 2 shows the ratings for the seven *Sacramento New Careers* interns. In terms of both teaching skills and professional characteristics, the interns were rated highly. Only in the area of classroom management and control were they rated below a Good rating, and the rating here was only slightly below the Good mark. In all other respects the interns rated Good to Excellent. This remarkable showing was made despite the fact that they were concurrently attending the *University* and working in the community. The results of the ratings indicate that the interns as a group were very flexible and both able and willing to learn.

In the area of professional characteristics, the supervising teachers indicated that the interns were weakest in working with parents and other teachers. In the interviews with the interns, they reflected the fact that many of the teachers seemed hard to approach. The results of these ratings indicate that more attention should be paid next year to helping the interns bridge the communication gap between themselves and the teachers and parents. The second year of the program should show significant gains in these areas as the interns become more competent and are accepted as peers by their co-workers.

In the areas in which interns were dealing with children, they were rated consistently as being Good to Excellent. They were also rated highly in connection with the routine kinds of duties that are required of regular teachers.

OLIVIA RODRIGUEZ, TEACHING CHILDREN TO READ: CAMELLIA SCHOOL, SACRAMENTO.

Figure 3 shows the ratings of the *Stockton New Careers* interns at the *King* and *Garfield Schools.* Except for two areas, being assigned to classes of their desired grade level and making general contributions to the environment, these interns were rated Excellent. The desire to be placed in a particular grade level was a problem in that each of the pods at the *King School* was geared to a different grade level. The fact that the interns did so well in spite of being assigned to classes which they did not choose speaks well for them. In all areas where the interns were dealing with children and other professionals, their ratings were Excellent.

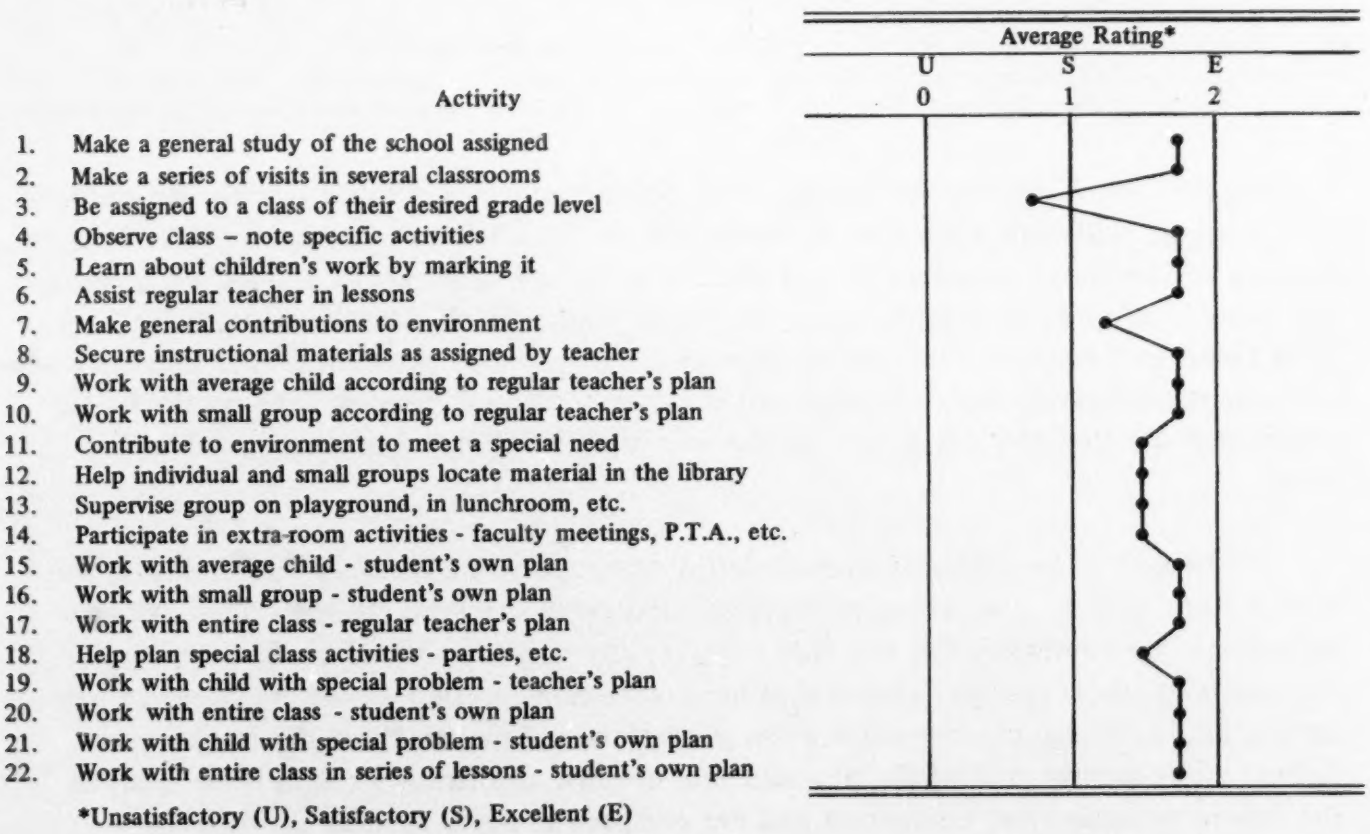

Average Rating*
U
S
E
0
1
2
Activity
1. Make a general study of the school assigned
2. Make a series of visits in several classrooms
3. Be assigned to a class of their desired grade level
4. Observe class – note specific activities
5. Learn about children's work by marking it
6. Assist regular teacher in lessons
7. Make general contributions to environment
8. Secure instructional materials as assigned by teacher
9. Work with average child according to regular teacher's plan
10. Work with small group according to regular teacher's plan
11. Contribute to environment to meet a special need
12. Help individual and small groups locate material in the library
13. Supervise group on playground, in lunchroom, etc.
14. Participate in extra-room activities - faculty meetings, P.T.A., etc.
15. Work with average child - student's own plan
16. Work with small group - student's own plan
17. Work with entire class - regular teacher's plan
18. Help plan special class activities - parties, etc.
19. Work with child with special problem - teacher's plan
20. Work with entire class - student's own plan
21. Work with child with special problem - student's own plan
22. Work with entire class in series of lessons - student's own plan
*Unsatisfactory (U), Satisfactory (S), Excellent (E)

Fig. 3. Ratings for four *Stockton New Careers* interns on twenty-two expected intern teaching activities.

Figure 4 shows the ratings of the seven interns at the *McKinley School.* The ratings given at this school were on a three point scale ranging from Good to Excellent. The interns generally rated Very Good in all the skills measured by the rating scale. They rated lowest in the skills where many experienced teachers also rated poorly; namely, stating behavioral objectives, utilizing a variety of instructional materials, and maintaining a conducive learning environment. In each of these areas, an additional year's experience under the tutelage of master teachers, such as are found at *McKinley School,* should make these interns well qualified in these areas.

These interns showed excellent growth and devotion to their work as measured by the ratings. Although they did not obtain an excellent rating in "using a variety of learning experiences" as measured by their supervising teacher, much innovative material and many innovative techniques were noted by the evaluator of the projects in his observations.

Skill	Average Rating* G 1 VG 2 E 3
1. Lesson planning	
2. Classroom management and control	
3. Writing and teaching Social Studies units	
4. Structuring bulletin boards	
5. Stating behavioral objectives	
6. Selecting subject matter appropriate to the levels of students	
7. Teaching math	
8. Teaching reading	
9. Teaching social studies	
10. Teaching language	
11. Teaching spelling	
12. Teaching music and arts	
13. Utilizing a variety of instructional materials	
14. Individualizing instruction	
15. Evaluating student progress	
16. Verbal and physical techniques to maximize interaction	
17. Parent contact	
18. Marking children's works	
19. Observation	
20. Maintaining a conducive learning environment	
21. Securing instructional materials	
22. Working with average child	
23. Working with small group	
24. Supervising group playground	
25. Large group instruction	
26. Planning special class or school activities	
27. Grouping children in many ways	
28. Introducing teaching units in many ways	
29. Community involvement	

* Good (G), Very Good (VG), Excellent (E)

Fig. 4. Ratings for seven *Stockton New Careers* interns on twenty-nine skills that interns have learned.

In general, Figures 2, 3, and 4 indicate that the interns acquired many skills with a high degree of proficiency. Given that this is the first of two years of the program, it can be anticipated that these interns will go into their first teaching assignments much better prepared than the traditionally trained teacher.

Student Achievement Evaluations. Figures 5, 6, and 7 show the achievement scores for reading and arithmetic for the schools involved in the *New Careers in Education Program.* It should be made clear to the reader from the outset that the student achievement data reflect not only the effect of the *New Careers Program,* but also other Title I programs and inputs from the other teachers who were in the schools. Nevertheless, the information presented is important in showing that these schools which have had low achieving children for the past several years are helping children to learn better.

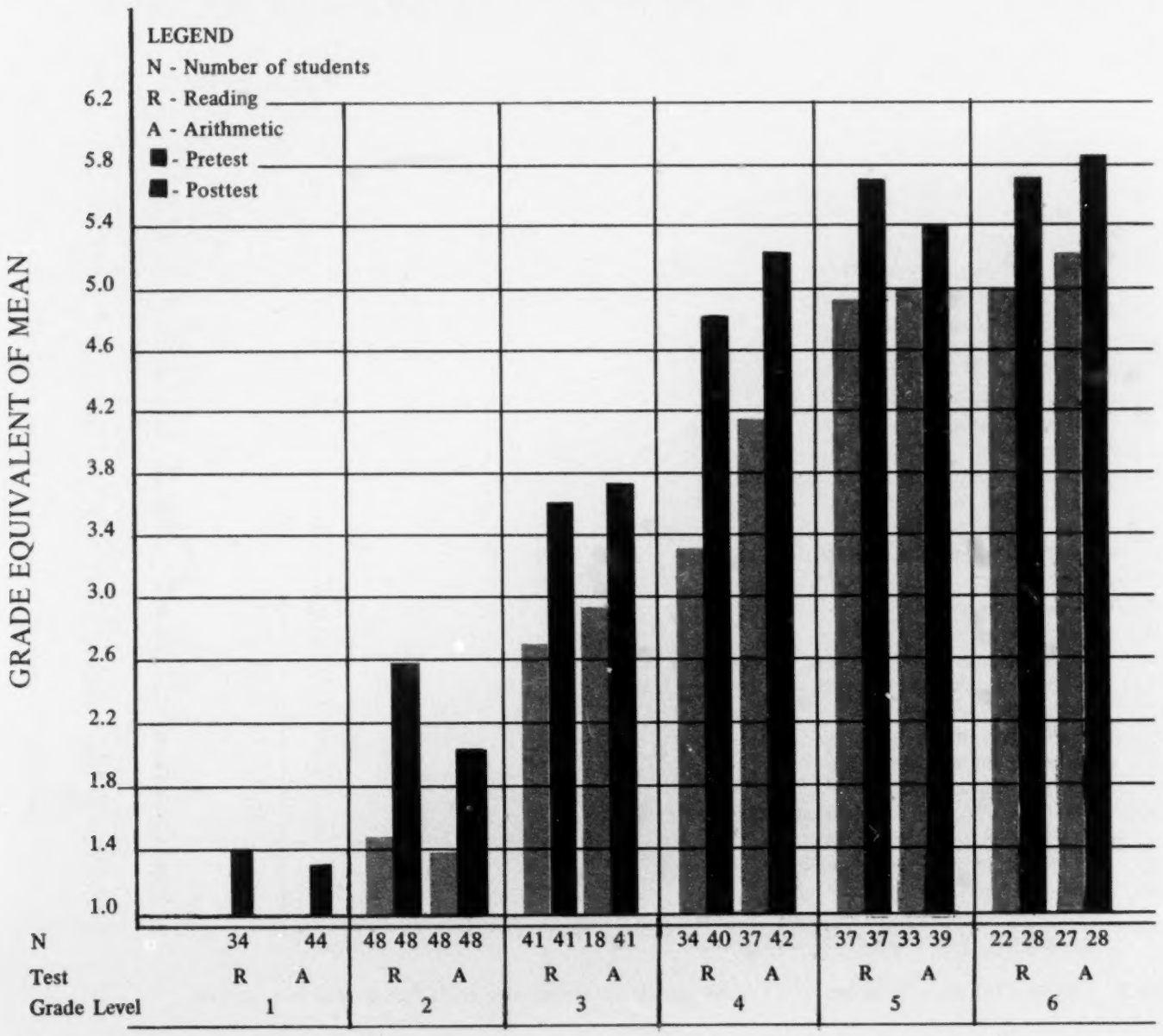


Fig. 5. Summary *California Achievement Test* results for pupils attending the Sacramento elementary school involved in the *New Careers Program.*

Figure 5 shows the reading and arithmetic achievement scores of children attending the *Camellia School* for the 1970-71 school year. Both pre and post scores are shown for grade levels two through six, but no pretest was available for first grade students. Although most of the grades do not show growth at the "normal" rate; that is, only two of the classes reached one year's growth in the year of schooling provided, there is significant growth from September through May in all grades. The first graders reached 1.4 and 1.3 grade placement levels on the average for the year for reading and arithmetic respectively as measured by the *California Achievement Tests.* Second graders showed a year's growth in reading from pretest to posttest and the fourth graders showed 1.4 years growth in the year. These two groups did reach the goal of a year's growth during the school year.

In general, this graph shows that the children started out behind in the first grade, but that contrary to the traditional pattern in these schools of underprivileged children, the differences between actual achievement and expected achievement did not grow greater and greater. The sixth graders were approximately one year behind the norm at the end of the sixth grade rather than the two year lag that would have been predicted from the slow start indicated by the first grade results. In all grades children grew in both reading and arithmetic skills. The rate of growth was fairly steady, with spurts at the second and fourth grades. If the steady progress, which this graph indicates, continues it can be expected that in two or three years the students graduating from this school will be working at their expected level.

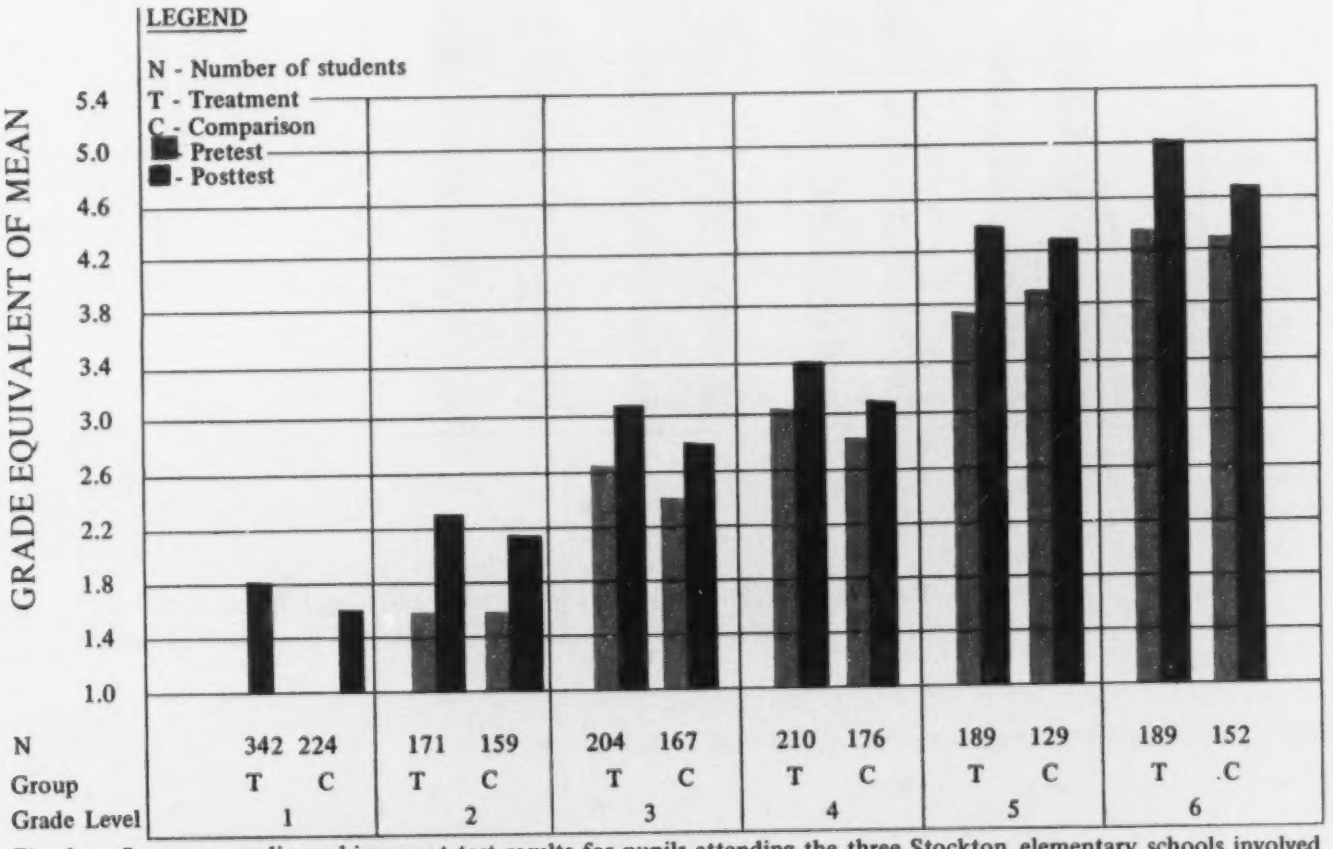


Fig. 6. Summary reading achievement test results for pupils attending the three Stockton elementary schools involved in the *New Careers Program* and pupils attending two comparison elementary schools.
Grades 1 and 2: *Cooperative Primary Test* Grades 3 - 6: *Comprehensive Test of Basic Skills*

Figure 6 shows the reading achievement scores for the schools in which *New Careers in Education* interns were working as compared with scores from two similar elementary schools in the Stockton Unified School District. In all cases, the children attending the schools in which *New Careers* interns were working did better than those in the control schools. Again, the reader should be cautioned that these scores represent the students of teachers other than the *New Careers* interns and that other programs funded by Federal and State agencies were included in the programs of these schools. Figure 7 shows the arithmetic scores for the *New Careers* schools as compared to the comparison schools. Again the *New Careers* schools show higher or equal final scores in both reading and arithmetic than the comparison schools.

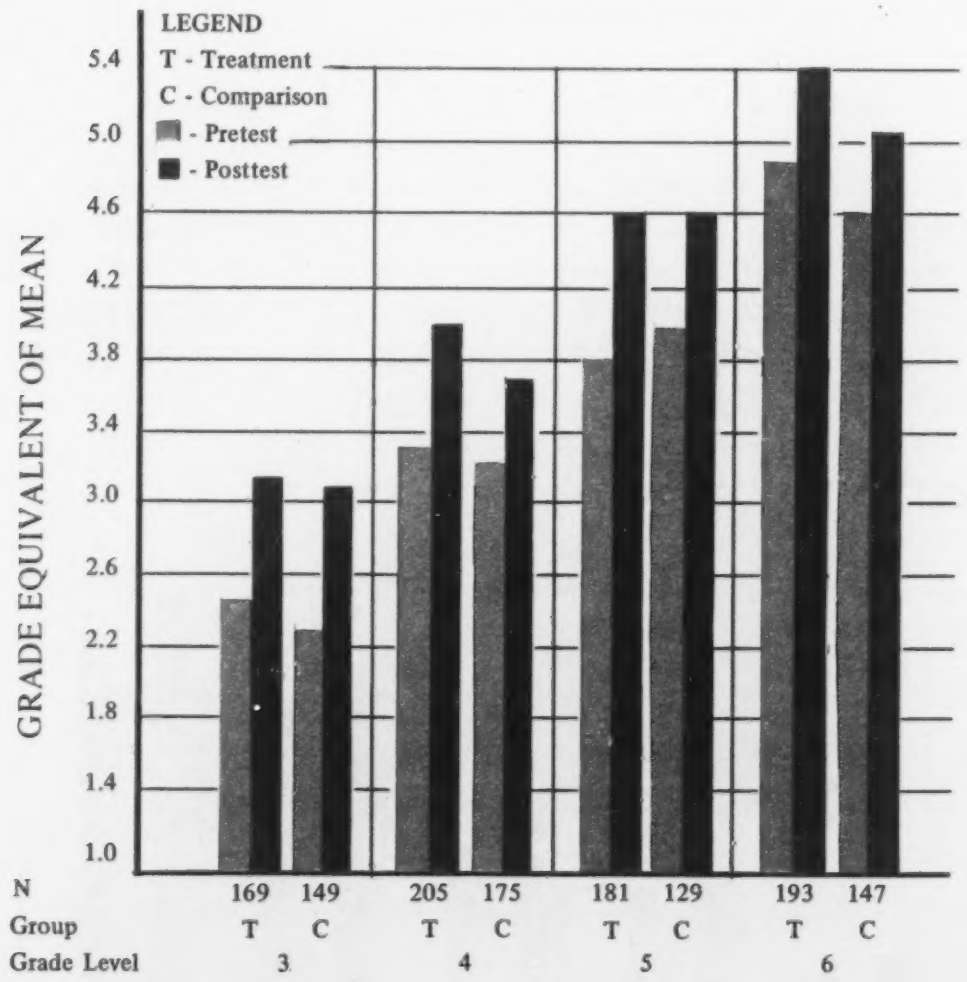


Fig. 7. Summary *Comprehensive Test of Basic Skills* arithmetic results for pupils attending the three Stockton elementary schools involved in the *New Careers Program* and pupils attending two comparison elementary schools.

Note: Grade equivalent conversions were not available for grades 1 and 2.

Since the raw data were not available for these schools, no covariance analysis of the scores was possible. However, t-tests were computed for three groups. In three of these cases, the pretest differences were non-significant and the posttest differences between treatment and control schools were significantly different. Table I shows these comparisons. The *t*-tests were not considered suitable for analysis on any of the other grade levels since pretest differences would preclude making any valid inferences. The *a posteriori* tests which are represented in Table I can only be considered as indicative that substantial growth was taking place in the areas measured, and the evaluation of next year's program will be needed to ascertain that these differences are not simply chance. The consistency with which the treatment schools met or exceeded the control schools in terms of their children's growth does give considerable credence to the fact that the differences noted are real and not chance.

TABLE I

Summary of significant treatment - comparison posttest differences for pupils attending schools in the Stockton *New Careers Program* and pupils attending the comparison schools.

	Pretest					Posttest		
	Number of Pupils		Mean Raw Score		Difference in Mean Raw Scores (T - C)	Mean Raw Score		Difference in Mean Raw Scores (T - C)
Grade Level/Subject	Comparison Group	Treatment Group	Comparison Group	Treatment Group		Comparison Group	Treatment Group	
Second Grade Reading	159	171	20.04	19.80	-0.24	21.00	22.78	1.78*
Second Grade Mathematics	159	171	28.22	28.84	0.62	24.59	26.40	1.81*
Fourth Grade Mathematics	175	205	54.00	57.42	3.42	70.65	77.21	6.56*

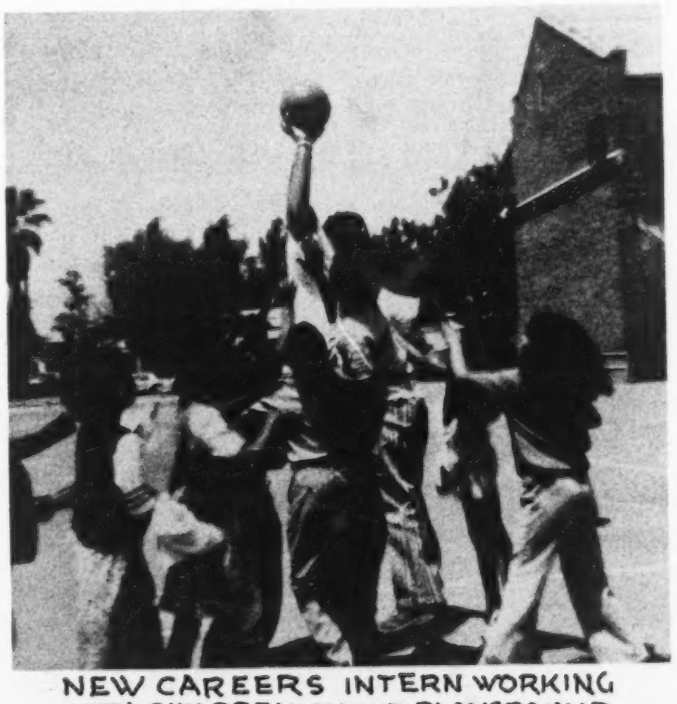
*$p < .05$

Summary. The achievement data submitted by both the Sacramento and Stockton Unified School Districts indicate that the children in their target schools are showing growth rates that are higher than those typically reported in the past. The effect of the *New Careers in Education Program* cannot be measured by these data. The fact that the children in these schools did gain considerably in both reading and arithmetic, however, does attest to the fact that the interns' influence was not detrimental to the learning of these children. Since the schools in which these interns worked were consistently better than control schools (in Stockton), it seems likely that the basis upon which the *New Careers in Education Program* was developed is true. That is, teachers from disadvantaged or minority backgrounds do relate well with children like themselves and can make significant improvements in the teaching techniques used with these children.

Conclusions

Since this program is actually in an interim state at this point, the conclusions will be rather general. Basically, the program has reached its first year's objectives, and surpassed them in many instances. The lack of clearly stated behavioral objectives at the beginning of the program has made the evaluation of the first year rather difficult, but the work of the team leaders in preparing lists of skills which were behavioral in nature made it possible to see the kinds of skills and competencies these interns gained during the year. The fact that the *New Career* interns worked with the *University of the Pacific Teacher Corps* and utilized the techniques developed by them also contributed significantly to the success of the program.

The dedication and hard work of the team leaders and interns throughout the year was probably the most important feature of the program. The interns felt that they had been given opportunities to achieve goals as professionals which would have been impossible without the financial support of the *New Careers in Education* legislation, and they seriously dedicated themselves to taking full advantage of these opportunities. The team leaders, experienced in working with disadvantaged children, supplied the leadership and advice needed to help the interns adapt to the teaching environment in which they found themselves. The community involvement component of the program brought about increased parental interest in education and the schools. The combination of all these factors has resulted in the preparation of a group of interns who are well equipped to teach disadvantaged children. From the data available the program has successfully reached its first year's goals.



NEW CAREERS INTERN WORKING WITH CHILDREN ONTHE PLAYGROUND, McKINLEY SCHOOL, STOCKTON.

Recommendations

1. A management component which will insure that comparable data is collected in both the Sacramento City and Stockton Unified School Districts is sorely needed. Common lists of objectives should be agreed upon by both districts, and forms for rating them agreed upon early in the year. With this kind of information better comparative data could be obtained, and the data could be pooled to determine more accurately what

effect the *New Careers in Education Program* is having on interns and children.

2. As part of the first recommendation a list of clearly stated and measurable behavioral objectives for both interns and children should be devised and accepted by both school districts before the program is implemented in 1971-72.

3. Some review of the amount of time required of the interns in working in the community should be made. Many interns indicated that the number of hours required in preparation of lessons, working in the community, and in preparing for their university classes left them with no time for their families. Since this program is aimed at helping people who frequently do have familial responsibilities, some consideration of this factor should be made in making the assignments.

A GROUP OF INTERNS AT AN INFORMAL BREAK DURING A SEMINAR SESSION, McKINLEY SCHOOL, STOCKTON.

4. The program should be monitored more frequently during the year by the State Bureau of Professional Development to insure that the evaluation and program implementation aspects of the program are being carried out on schedule.